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ABSTRACT

Descriptions are given of recent dissemination and collaboration efforts of the Classroom Organization and Effective Teaching (COET) Project, which is a program of the University of Texas (Austin) Research and Development Center for Teacher Education. A brief review of COET research findings is provided, and materials and activities that can be used directly in teacher inservice activities are offered. The first section consists of an overview of the COET Project's classroom management studies, including a current experimental study of 41 elementary classes in a newly desegregated setting. The second section presents some general recommendations for organizing research-based workshops on classroom management based on the COET Project experiences. In the third section, materials and guidelines for teacher workshop activities on classroom management and organization are offered, along with directions for conducting each activity. The workshop activities include: (1) introducing COET studies of classroom management; (2) evaluating classroom arrangements; (3) discussing guidelines for classroom rules and procedures; (4) small group discussion of procedural problems; (5) sharing rules, rewards, and penalties; (6) case studies of teaching procedures; (7) videotaping of the first day of school; (8) planning activities for the first day of school; (9) discussing guidelines for managing student behavior; (10) small group problem discussions; (11) introducing guidelines for maintaining student accountability; and (12) sharing accountability procedures. Appended are copies of handouts to be used with the suggested activities and a compilation of evaluations obtained from different COET Project presentations and workshops. (JD)

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# CLASSROOM ORGANIZATION AND EFFECTIVE TEACHING

R&DCTE

## Research & Development Center for Teacher Education

The University of Texas at Austin

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C. Walton

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# Communicating Results of Classroom Management Research to Practitioners

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Communicating Results of Classroom Management Research to Practitioners

Since 1977 the Classroom Organization and Effective Teaching Project (COET) has focused its classroom research efforts on management and organization in elementary and junior high school classrooms. The goal of COET's classroom management studies has been to identify teaching behaviors that contribute to productive learning environments, high levels of student engagement with work, and student achievement. The project is currently engaged in a series of experimental studies in classrooms to verify hypotheses generated from COET's descriptive and correlational work. Our experimental studies have necessitated the development of guidelines, case studies, and workshop activities designed to help teachers establish and maintain well-managed classes.

Two of five major objectives set out for the COET Project in 1980 were "dissemination of research results and applications to a varied audience," including school-based practitioners, and "collaboration with other institutions and agencies" (Research and Development Center for Teacher Education, Note 1). Staff efforts to meet both of these objectives have resulted in the development of research-based workshop activities and presentation materials on classroom management. These activities and materials have been used with a wide variety of audiences in response to requests from educational laboratories, various state agencies, professional associations, and school districts. To the extent compatible with our overriding committment to completion of ongoing research, we have described our work and findings and shared experimental materials and workshop activities with practitioner groups concerned

about classroom management. It is hoped that this report will provide information for others planning workshops on classroom management.

The objectives of this report are to describe recent dissemination and collaboration efforts of the COET Project, to provide a brief overview of COET research and findings in a form that might be easily communicated to practitioners in a workshop setting, to make recommendations on organizing workshops on classroom management based on COET's experiences, and to provide materials and activities that can be used directly in teacher in-service activities or that can be used as models for local development of similar materials. The body of the report will be organized into three sections. The first section will consist of an overview of COET's classroom management studies, including our current experimental study in 41 elementary classes in a newly desegregated setting. The second section will present some general recommendations for organizing research-based workshops on classroom management, based on the COET Project experiences. This section will also describe recent COET presentations and audiences and will discuss evaluations and feedback received from those sessions. The third section of the report will consist of materials and guidelines for 13 specific teacher workshop activities on classroom management and organization, with directions for conducting each activity. In appendices to the report, readers will find a set of duplication copies of handouts to be used with the 13 suggested activities, and a compilation of evaluations obtained from different COET presentations and workshops.

## Classroom Management Studies

Findings of much of the research on teaching effectiveness during the last 15 years have reinforced two facts: That classroom management

is a very important component of effective teaching and that the beginning of the school year is a crucial time for the establishment of good classroom management. Reviews of studies highlighting the importance of time use in the class, teacher leadership role and management behavior, and beginning school aspects of management have been compiled by Duke (1979), Denham and Lieberman (1980), Good (1979), and Emmer and Evertson (1981).

COET has completed two descriptive studies on classroom management, the Classroom Organization Study (COS) and the Junior High Classroom Organization Study (JHCOS). Both of these studies were designed to find out what teachers do to establish good learning environments in their classes at the beginning of the school year, and how they maintain good management throughout the year. Table 1 summarizes facts about the populations and data bases for both of these studies. The COS was a study of a 27 self-contained elementary classes located in eight Title I or near Title I schools in a large urban school district. Teachers participating in the study had from zero to 30 years experience. Each class was observed eight or nine times during the first 3 weeks of school, including either the first or the second morning of school. In addition, beginning in November, each class was seen approximately every 3 weeks until the end of school, for a total of approximately 16 observations lasting about 2 hours each per class. The following year, the JHCOS was conducted in 11 junior high schools, all of the junior high schools in a large urban district. A total of 51 mathematics and English teachers participated, providing 102 classes. Teachers agreed to have two of their classes observed by a trained researcher on the first day of school and about 13 times throughout the year. At the end of the JHCOS,

over 1,400 hours of classroom observation data had been collected in junior high classes.

In both the COS and the JHCOS, observers were trained to take narrative records describing all the events relating to organization and management of classrooms. The narratives addressed specific questions about organization and management, materials, activities, and teacher-pupil contacts. In addition, the observers completed student task engagement ratings every 15 minutes. After leaving the classroom, observers also completed some ratings of specific teacher and student behaviors. Observers compiled activity logs showing how time was allocated among activities in the class. Additional information was obtained from teacher interviews and questionnaires, student ratings of the teacher (in JHCOS only), and school records of students' achievement scores.

In each study two groups of teachers were eventually identified: One group of very effective managers and a group of less-effective managers. Effective teachers were identified on the basis of student achievement gains, as well as management criteria, such as average student engagement rates and ratings of amount of inappropriate or disruptive student behavior. Classroom observation data from the more-effective managers' classes were compared with those of the less-effective managers, with particular attention to what teachers did at the beginning of the school year to organize and plan for classes, how they taught their classes in the first weeks of school, and how they maintained their management systems and organized instruction later in the year. With a few exceptions, results of the COS and the JHCOS were similar. In both studies, the good classroom managers showed evidence of

careful, detailed planning of procedures and rules for their classes, taught students expected behaviors systematically, held students accountable for completion of work, maintained good management systems after the beginning of the year through constant monitoring and consistent handling of inappropriate behaviors, and organized instruction to maximize student task-engagement and student success. Additional information about the results and methodology of the COS and the JHCOS can be found in Emmer, Evertson, and Anderson (1980), Evertson, Anderson, Emmer, and Clements (Note 2), Emmer and Evertson (Note 3), and Evertson, Emmer, and Clements (Note 4).

Drawing on the classroom data collected in classes of the more-effective classroom managers in the JHCOS and the COS, the COET research team prepared teachers' manuals and workshop activities on organizing and managing classrooms. Both the manual for elementary school teachers and for junior high school teachers contain specific guidelines and recommendations to help teachers plan for the start of the school year, develop workable classroom procedures and rules, establish good environments in their classes in the first weeks of school, maintain student accountability for work, organize and present instruction, and maintain their classroom management systems after the beginning of the year. The manuals include checklists to help teachers organize their planning activities and case studies, or illustrations, drawn from real classroom situations.

The Classroom Management Improvement Study (CMIS) is currently being conducted to evaluate the extent to which the manual for elementary teachers and the teacher workshop activities helped teachers establish and maintain good management systems in their classes. The study

includes 41 teachers in Grades 1 through 6 in 14 schools. Teachers selected for the study either had two or fewer years of teaching experience, or were teaching for the first time in a new school or community setting, with a different student population or grade level. Before the 1980-1981 school year began, teachers who volunteered for the study were divided into two groups, matched for years of experience and grade level. One group of 23 teachers received the manual, Organizing and Managing the Elementary School Classroom, before school started and participated in one workshop before school and another after several weeks of school. The remaining teachers were subsequently divided into two groups of nine teachers each. One of these groups received the manual and participated in a workshop before Christmas break. The other group received the workshop and manual in the early spring.

Classes taught by all the teachers in the study were observed eight times in the first 8 weeks of school, and four additional times during the first 2 months of 1981. Observers did not know the group assignment of teachers. Data collected include descriptive classroom narrative records, student engagement ratings, ratings of student success, inappropriate disruptive behavior, logs of class time use, ratings of teacher use of specific instructional management techniques, and teacher interviews.

Although the CMIS is still underway, data from the first 8 weeks of school have been analyzed, and these preliminary results indicate that during the first 2 months of school, classes taught by teachers who received the manual and beginning-school workshops (treatment teachers) had significantly higher levels of student task-engagement and appropriate behavior. Treatment teachers were also rated by observers as

being clearer in communicating expectations and information to students, in establishing more efficient routines and procedures, and in being more consistent in monitoring and managing student behavior. Teachers reported that they found the manual and workshops to be very useful, relevant, and appropriate for their classroom settings. Thus, the teachers have been able to implement recommended management behaviors.

These preliminary results from the elementary level treatment study support findings reported from the COS and suggest that by following guidelines based on results of that study, elementary teachers are more likely to be able to establish and maintain good learning climates in their classes. In the 1981-1982 school year, the junior high school classroom management teachers' manual will be tested in a similar study, the Junior High Classroom Management Improvement Study (JMIS).

## Classroom Management Presentations and Workshops

In this section we will briefly review practitioner-oriented presentations and workshops conducted by Classroom Organization and Effective Teaching (COET) staff during the 1979-1980 and 1980-1981 academic years and make recommendations about the conduct of similar sessions, based on feedback and formal evaluations we have received. Table 2 lists practitioner-oriented presentations conducted between September, 1979, and April, 1981. Lectures to groups consisting mainly of educational researchers or university personnel have not been included on this list.

In planning and conducting sessions, COET staff has worked with four CEDaR member educational laboratories: Appalachia Educational Laboratory (AEL), Northwest Regional Educational Laboratory (NWREL),

Southwest Educational Development Laboratory (SEDL), and Mid-Continent Regional Laboratory (McRel). They have sponsored or co-sponsored classroom management workshops based on COET research in several states, as well as disseminating research findings through their regular regional exchange publications. Other presentations have been sponsored by federally funded projects such as the Desegregation Assistance Center at Kent State University, by school systems such as the Cleveland Public Schools and the Austin Independent School District, and by state education agencies of Ohio, Louisiana, Texas, Alabama, and North Carolina. In many instances, requests for presentations on classroom management research have grown from state or local needs related to one or both of two issues: commitments to improving student basic skills achievement and/or efforts by local districts to help teachers deal with or prevent classroom management problems attendant to school integration efforts.

Time allocations for recent practitioner-oriented classroom management presentations varied from 1 hour to 1 1/2 days. Audiences were as small as 20 and as large as 160, and included teachers, administrators, supervisors or other teacher support personnel, state agency staff members, and others. While content and activities of presentations were tailored for different audiences and settings, most of the presentations had common elements. An effort was made to get qualitative feedback and formal evaluations of as many COET presentations as possible. In some cases, evaluations were not available. In other cases in which a COET staff member was one of several presenters at a session, evaluations were difficult to interpret because responses "lumped" several presentations or presenters together. Interpretable evaluations and comment summaries

obtained are presented in Appendix B of this report. These data substantiate the following generalizations about presentations based on research in classroom management.

All of the COET presentations included, and usually began with, an overview of the classroom management studies conducted by COET. Information about the assumptions and background of COET's recent work about the classrooms we studied, the information that was collected in classrooms, and how that information was evaluated set the stage for recommendations and activities based on our findings. With a few exceptions, workshop participants have indicated that reviews of the studies themselves were interesting and lent credibility to subsequent discussions and recommendations. Some teachers and administrators have commented that it was satisfying to learn details of research that has shown that many "common sense" practices are related to higher student achievement. Other teachers have commented that after hearing how thorough our studies were, they decided to implement some of the recommendations, although some were contrary to what they had been taught or had assumed. A few participants indicated that they would have preferred less time spent in discussing the research and more time spent discussing management or discipline solutions.

Another generalization supported by presentation evaluations and other feedback is that most participants judged that time spent interacting in small groups discussing classroom management problems and solutions was time productively spent. This response was especially characteristic of participants with direct contact with classrooms: classroom teachers, principals, and consulting teachers or others providing direct support for classroom teachers. Whenever time

allocations and number of participants permitted, COET presentations included at least one, and usually more, activities featuring small group discussion of research-based material illustrating common classroom situations and problems. Our experience has been that if teachers are presented with problems they recognize as relevant to their classrooms in non-threatening, solution-oriented terms (e.g., "What are some things Teacher C could do to help her students listen to and successfully follow directions?"), small group work seldom lapses into "gripe" sessions and usually results in sharing of excellent ideas. Participants indicated that they especially appreciated opportunities to discuss classroom organization with others working in similar grade levels from different schools.

Another comment consistently made by workshop participants was that they considered the handouts to be very helpful. Some of these consisted of case studies condensed from classroom narratives. Participants said that these were valuable as sources of concrete examples and illustrations, or ideas they might try in their own classrooms. They also commented that case study material, or narrative excerpts, helped them to recognize their own classroom problems or strengths. "Looking into" another teacher's classroom helped them to see and to analyze their own. Other handouts simply outlined or summarized findings from COET classroom management studies, usually in the form of specific guidelines or suggestions for organizing and managing classrooms. COET staff developed these in response to repeated requests for copies of our presentation overhead transparencies and notes. Outline handouts were especially helpful to participants who wanted to be able to duplicate our

workshops or share our research findings with others in their school districts or organizations.

Other comments frequently made in evaluations of COET classroom management presentations were that more time was needed, that activities were rushed, or that additional follow-up sessions were badly needed. This may indicate that COET presenters have had difficulty selecting appropriate amounts of information and activities for various time frames and audiences. It is also a reflection of the facts that classroom management and organization is a large and multi-faceted topic, that COET presenters felt a commitment to share as much information and activities as possible with practitioner groups, and that, in many cases, audiences appeared to have enormous interest in the area of classroom management. Our approach was to present as much information and to sample as many different activities as time possibly allowed. Depth of discussion and relaxed pace undoubtedly suffered, especially when only one session of 3 or fewer hours was available.

Recommendations

A primary objective of this report is to provide recommendations, guidelines, and activities to readers interested in conducting practitioner workshops based on COET research on classroom management. The 13 suggested activities that follow are accompanied by specific recommendations and directions for use. In addition, based on feedback from workshop participants, the following recommendations for planning and conducting a workshop are offered.

1. Number of participants. In order to facilitate use of activities other than lecture, aim for workshop groups of 15 to 50 participants.

2. Facilities. For a workshop with a variety of activities, including presentation, discussion, individual and small group tasks, the ideal setting is a single spacious room with tables each seating five to six people. Alternatively movable chairs or desks can be arranged for a variety of activities. Several of the activities suggested require use of an overhead projector and a screen which can be seen by everyone in the audience. One activity requires a videotape player and monitor(s). If available, use a color videotape player with a pause button.

3. Time. Each of the activities suggested has an estimate of minimum time that should be allowed for the activity. When planning sessions, allow extra time for introductions, breaks, wrap-up discussions, evaluations, housekeeping chores, etc. A single 2-hour block of time is a minimal allocation to give overview information and to sample an activity or two; 3 hours is better. If all 13 suggested activities are used and if any additional problem scenarios are developed locally as suggested, two workshop sessions of 3 or more hours will be needed.

4. Planning activities. When conducting your classroom management sessions, alternate presentation of information with participant activities, such as small group work or, at least, individual tasks such as reading or watching a videotape. The 13 activities suggested in the following section are sequenced to provide some variety and changes of pace. Encourage questions and discussion throughout.

5. Small groups. As noted above, one of the strongest messages we have received from our workshop participants, particularly teachers or those working closely with them, is that classroom management workshops should include opportunities for people to discuss problems and share

ideas for solutions. We recommend using some of the problem solving activities included with this report and/or developing other activities to structure small group discussions. If possible, use group leaders to keep discussions on track and solution-oriented. The materials themselves and subsequent large group discussions should also contribute to a positive approach. When forming groups aim for units of five to seven participants, including personnel from different campuses and of different experience levels. If most participants are classroom teachers, group according to grade levels taught (primary, intermediate, or junior high).

6. Modeling. COET workshop participants have frequently indicated that they were aware of whether presenters modeled good organization and management behaviors by being well prepared and organized. A workshop on classroom mangement and organization is a poor occasion to exhibit sloppy preparation, unclear communication, or confused directions.

7. Local development. Materials and activities included with this report represent only a selection of materials which have been used in COET practitioner workshops. Ideally, they should serve as models for local development of materials and activities. Feedback from our presentations and workshops supports the generalization that participants respond positively to examples and case studies drawn from situations closely related to their own. Although the guidelines, illustrations, and discussion problems included in this report are applicable to most public school settings, additional materials reflecting local practices, standards, or existing problems should be developed and used.

## Classroom Management Workshop Activities

The following 13 practitioner workshop activities based on results of COET classroom management studies are provided for readers wishing to conduct classroom management presentations or workshops with groups of teachers or teacher support personnel. Appendix A contains handouts, overhead transparency masters, and other materials that can be used in the activities. Readers may use all of the activities in the suggested sequences, or may choose activities according to local needs and interests and available time. Minimum time allocations for all activities are estimated for use in planning.

Suggested activities are clustered into three topical areas, as follows:

COET Research on Classroom Management

Activity 1 Introducing COET Studies of Classroom Management

Organizing Classrooms at the Beginning of the Year

Activity 2 Evaluating Classroom Arrangements

Activity 3 Discussing Guidelines for Classroom Rules and Procedures

Activity 4 Small Group Discussion of Procedural Problems

Activity 5 Sharing Rules, Rewards, and Penalties

Activity 6 Case Studies of Teaching Procedures

Activity 7 Videotape of the First Day of School

Activity 8 Planning Activities for the First Day of School

Maintaining Good Learning Environments

Activity 9 Discussing Guidelines for Managing Student Behavior

Activity 10 Small Group Problem Discussions

Activity 11 Introducing Guidelines for Maintaining Student Accountability

Activity 12 Sharing Accountability Procedures

Activity 13 More Small Group Problem Discussions

It should be noted that while activities in the "organizing classrooms at the beginning of the year" cluster are particularly useful for teacher in-service workshops before school begins, many are equally useful for teacher workshops later in the year. For example, Activities 3 through 6 focus specifically on planning and teaching procedures and rules to students at the beginning of the year, but changes in procedures and rules may also be made after the beginning of the school year. Teachers should be encouraged to review their set of rules and procedures periodically to look for problem areas as follows:

1. Rules are no longer enforced;
2. New procedures are needed;
3. Consequences are not used consistently;
4. There are distractions or irritations that can be dealt with; and/or
5. Students are frequently left with nothing to do.

The guidelines presented in Activity 3 can be used to reassess procedures and rules and choose and teach new ones as needed.

Activity 1: Introducing COET Studies of Classroom Management

You may wish to begin a workshop by telling participants about the research that has been done by the COET Project focusing specifically on effective classroom management at both elementary and junior high school levels. The information outlined under "Classroom Management Studies" in this report can be used to prepare an overview of the research. This

information need not be presented in detail; an overview might consist of only a brief description of the purpose of the series of studies (to find out how effective teachers establish and maintain good learning environments in their classes), the populations studied, the methods used, and the results. Appendix A contains three overhead transparency masters describing the studies, the kinds of information obtained about classrooms in the studies, and their results. Terms used on these transparency masters are explained in the "Classroom Management Studies" section of this report. The minimum time for this activity is 20 minutes.

Activity 2: Evaluating Classroom Arrangements

An important part of organizing the classroom and facilitating instruction is the arrangement of furniture and materials in the classroom. We are not recommending one specific classroom arrangement. Rather, we recommend that a number of guidelines be considered when choosing an arrangement. Appendix A contains an outline, "Guidelines for Room Arrangement," which presents a list of considerations and tips to use when arranging the room and materials. In addition, there are two drawings of room arrangements that we have used to illustrate the recommendations made on the outline.

To begin a workshop activity on room arrangement, ask participants (teachers) to draw their current or desired room plan. It would be helpful to provide paper, pens or pencils, and straight edges. We have used computer cards as straight edges. After the participants have completed drawing their room plans, suggest that they refer to them during the discussion to follow and take notes about possible changes they could make.

Present and discuss the guidelines for room arrangement in Appendix A, using an overhead transparency of a room arrangement to illustrate. One of the two overhead transparency masters in Appendix A can be used, or you may draw your own. The drawings we have provided are not drawn to scale. The small squares labeled "OP" are the overhead projectors, present in most classrooms and usually movable. The projection screen may be assumed to be retractable and located above the "front" chalkboard. Again, these are not meant to be ideal room arrangements. If there is time, allow participants to critique the sample arrangements and offer better suggestions. Minimum time for Activity 2 is 25 minutes.

Activity 3: Discussing Guidelines for Classroom Rules and Procedures

Establishing an effective system of classroom rules and procedures requires two phases: a) Prior to the beginning of school, it is necessary to decide what behaviors are acceptable and unacceptable in the classroom, to identify rules and procedures that will be needed to maintain appropriate behaviors, and to choose a set of rules and deterrents, or penalties. b) When school begins, it is necessary to teach rules and procedures systematically and consistently enforce them. This and the following five activities focus on these important aspects of establishing good classroom management. A good way to begin this part of the workshop is by going through the outline entitled "Classroom Procedures and Rules" in Appendix A. This outline points out the steps for planning and teaching rules and procedures, emphasizing the steps used at the beginning of the school year. These steps can also be used in revising rules and procedures, should problems arise.

In the section called "Planning Procedures and Rules," four steps are listed. Step 2 contains a long list of areas for which procedures are needed in most classrooms. This list is not meant to be exhaustive. Additional procedures might be required for particular grade levels or settings. Step 3 refers to the rules teachers use for their classrooms. The statements in this step imply that the teacher should choose the rules and present them to students as a "fait accompli." Some workshop participants have asked if students should be allowed to participate in choosing the rules to "promote ownership." Our research indicates that it is important for teachers to identify specific rules, or at least specific areas that require rules. Student participation may include discussing the rationale for rules, identifying examples of behaviors which are covered by general rules, or suggesting or choosing particular rules in areas identified by the teacher. An advantage to having rules chosen in advance is that the list of rules can be posted when students enter the room, facilitating the communication of behavioral expectations to them.

Another question which arises during the discussion of rules is the desirability of positively versus negatively stated rules. Both may be appropriate. Positively stated rules (e.g., Raise your hand to be called on.) have the advantage of stating the desired and/or expected behavior. Negatively stated rules (e.g., No running in the classroom.) may be useful by clearly prohibiting undesirable behavior. The question of whether to have general or specific rules may be answered in a similar way. Specific rules are sometimes needed to govern specific behaviors that are important to the teacher, whereas general rules may serve to cover a number of behaviors. An important point to remember when using

general rules is that students must be given specific examples of behaviors that fall under each rule.

Step 4 includes a partial list of consequences. The consequences are divided into rewards and penalties with examples given which require little, moderate, or much effort to use. This list is not meant to be exhaustive, nor are the consequences listed necessarily recommended. Even if there is a school-wide system of rewards and penalties, each teacher should state his/her classroom system incorporating the school-wide system. By having a variety of consequences, the teacher will be more likely to have something that is rewarding or punishing for every student.

The section entitled "Presenting Rules and Procedures" contains four steps which are important for conveying behavioral expectations to students. These steps are relevant whenever a new rule or procedure is instituted during the school year. Minimum time for Activity 3 is 20 minutes.

Activity 4: Small Group Discussion of Procedural Problems

Ask participants to consider the list of procedures given on the outline, "Classroom Procedures and Rules," in Appendix A. Give them several minutes to look over the list and check those areas in which their classes have had problems in the past. Then have the teachers meet in small groups to discuss these areas, sharing ideas that have worked for different procedures, and suggesting other areas that require procedures. Estimated minimum time for this activity is 20 minutes.

Activity 5: Sharing Rules, Rewards, and Penalties

Structure small group discussion for participants to share and discuss classroom rules, rewards, and penalties, or deterrents. Ask

participants to share specific ideas that they have used successfully. The list of consequences on the outline can be used as a starting point for the discussion. If there is time, it is helpful to have a report back session in which each group describes one or two best ideas generated by the group. This will facilitate the exchange of ideas across groups and grade levels. Time for this activity is 20 minutes.

Activity 6: Case Studies of Teaching Procedures

Case Studies A and B contained in Appendix A illustrate how procedures were taught by two teachers at the beginning of the school year. For each case study there is a copy for use by participants, and a second copy with underlines and steps listed for use by the presenter. On the presenter's copy the presentation steps described in the outline are noted and corresponding parts of the description are underlined. Give participants the copy without the steps listed. Ask them to read Case Studies A and B and, individually or in groups, label the steps used by the teachers in the presentation of the procedures, using the teaching steps listed under "Presenting Rules and Procedures" on the guidelines discussed in Activity 3. In addition, have the participants underline the evidence for each step. The presenter can use the marked copies of the case studies to lead a discussion of the steps used in presenting the procedures and in answering other questions which may arise, such as the following:

1. Why was Teacher H so picky and demanding? By being demanding at the beginning of the year as she taught the procedures, this teacher showed her students that they would be expected to follow her procedures closely and that she would be monitoring to be sure that they complied. This promoted efficient functioning of her classroom and let students

know exactly what they needed to do to succeed. As a result, the climate of this room was relaxed and pleasant throughout the year.

2. Why did Teacher B go into so much detail when students had been in school for several years and probably knew how to head a paper? Teacher B established expectations for carefully and correctly done papers beginning with the heading. She did not assume students would know what to do; rather, she told students exactly what she wanted in the heading and why, making it clear to all students.

Minimum time for Activity 6 is 15 minutes.

Activity 7: Videotape of the First Day of School

One outgrowth of COET research is a videotape entitled "Effective Classroom Management in the Elementary School," produced by the Association for Supervision and Curriculum Development (ASCD) in collaboration with the Austin Independent School District. This 30-minute color videotape contains a re-enactment of the first few hours of the first day of school in an effective teacher's classroom. The videotape, which may be purchased from ASCD, is accompanied by a five-part discussion guide. The first section of the guide contains a description of the research done by the Correlates of Effective Teaching Project (now the Classroom Organization and Effective Teaching Project) at the Research and Development Center for Teacher Education. The second section describes the management principles and activities demonstrated in the videotape. The third section is an annotated script which refers to principles described in the second section. In the fourth section, reactions or responses to the tape are discussed, and areas of confusion are clarified. The final section of the guide contains a list of discussion questions which may be used with the tape.

COET staff members have developed additional materials for use with the videotape. Appendix A contains an outline of comments to use when introducing the videotape. It contains information from the discussion guide which forms a context for viewers, and it also introduces an effective activity plan to use with the tape. A good way to structure the viewing of the videotape is to show the tape in segments with introductory comments at the beginning of each segment. The "Viewing Guide for the First Day of School: Effective Classroom Management in the Elementary School" in Appendix A was developed for this purpose. It suggests dividing the tape into four segments and notes beginning and ending keys. Under each segment is a list of events which occurs in the segment and some things to watch for and to think about. By using a pause button on the videotape player, the presenter can stop the tape after each segment, and focus the attention of participants on important points for each segment of the videotape. Participants can be asked to make notes on techniques used or questions they may have.

We recommend that the videotape be shown in the manner suggested above and that time be allowed for discussion. Discussion may occur during the segment breaks or at the end of the tape. The discussion questions at the end of the discussion guide, which accompanies the videotape, and the points listed on the viewing guide may be used to conduct the discussion. Minimum time for Activity 7 is 1 hour.

Activity 8: Planning Activities for the First Day of School

Appendix A contains an overhead transparency master listing some general guidelines for planning activities for the first day of school in either elementary or junior high classrooms. The guidelines are based on characteristics of first day plans that were implemented by more

effective teachers in COET studies. Using the transparency, discuss the guidelines with participants. Then divide the participants into small groups and assign tasks of listing specific first-day-of-school activities and/or outlining tentative first day plans. This activity works best when groups consist of members who are interested in similar grade levels and who have varying amounts of experience. Each group should prepare a plan or a list of activities for a different grade level. At the end of the small group work period, ask one member of a primary grade level group and one from an upper grade level group to describe the plans or some of the activities that were suggested in their groups. Activities that should be listed by most groups (according to grade levels) include: Teaching classroom rules and procedures;

Introducing students to important features of the room;

Teaching class routines, such as warm-ups or end-of-day routines;

Showing materials and supplies needed;

Conducting a get-acquainted activity;

Doing simple academic activities, such as review;

Introducing an exciting new topic of study;

Playing a game students already know or can easily learn; and

Doing a simple art or craft activity.

Activity 9: Discussing Guidelines for Managing Student Behavior

In addition to finding out how effective classroom managers organize their classes at the beginning of the year, COET studies have identified teaching behaviors that are significant in maintaining good classroom management systems after the first few weeks of school. This activity and the next four focus on some of the major management aspects of maintaining the classroom environment. The outline entitled "Maintaining

Good Learning Environments" in Appendix A presents four keys to good classroom management and some guidelines for implementing each. Go over the "Keys," "Monitoring Tips," "Four Simple Ways to Handle Inappropriate Behavior," and the suggestions on ignoring behavior. (Save the material on accountability for later.) In past COET presentations, questions have frequently been asked about the issues of selective ignoring and teacher flexibility versus consistent handling of behavior. These are good areas in which to encourage discussion and exchange of ideas. It is important to point out, however, that ignoring inappropriate behavior and consistency in managing student behavior are two variables that have consistently differentiated effective and less effective classroom managers in COET studies. Many excellent classroom managers selectively ignore some inappropriate student behavior, especially after their classroom management system is well established. No one is totally consistent; many situations require flexibility. Nevertheless, in COET studies, frequent ignoring of inappropriate behavior and inconsistent management of student behavior have consistently characterized teachers with poor classroom management. Effective classroom managers, as a group, tended to ignore very little inappropriate behavior, especially at the beginning of the school year. Minimum time for Activity 9 is 15 minutes.

Activity 10: Small Group Problem Discussions

Appendix A contains two problems scenarios entitled "Improving Class Behavior" and "Transitions." Use these to structure small group discussions. To begin the activity. give participants copies of the first page of each problem activity sheet. Ask the groups to read the brief description of the problem and then brainstorm to generate solutions. Ask one group member to make a list of all specific sugges-

tions and ideas generated by the group. After the groups have had an opportunity to discuss both problems, pass out the second pages of the two problem activities sheets. These have some suggestions for solutions, but they are not complete lists. One way to wrap up the discussion activity is to ask groups to report on any solutions or ideas that are not listed on the distributed pages. Minimum time for Activity 10 is 40 minutes.

Activity 11: Introducing Guidelines for Maintaining Student Accountability

Discuss with participants the six accountability steps listed on page two of the handout, "Maintaining Learning Environments." Point out that effectiveness in keeping students responsible for work requires not only close monitoring of student work by the teacher, but also clear teacher communication of expectations, directions, and assignments. Minimum time for this discussion is 5 minutes.

Activity 12: Sharing Accountability Procedures

Appendix A contains a handout entitled "Examples of Accountability Systems." After participants have read these examples, structure a sharing session by asking if anyone uses or knows of other systems or ideas that work in helping students to be responsible for and keep track of their work. Minimum time for this discussion is 10 minutes.

Activity 13: More Small Group Problem Discussions

The problem scenarios, "Giving Directions" and "Managing Group Instruction," in Appendix A are both related to the issue of student accountability for work. Use these for small group discussion and problem solving in the same way that Activity 10 was conducted. Afterward, discuss the suggestions listed on the second pages of both activity

sheets. This discussion will provide participants with specific suggestions for implementing some of the six steps in maintaining student accountability discussed in Activity 11. Minimum time for Activity 13 is 45 minutes.

## Reference Notes


1. Research and Development Center for Teacher Education. Technical proposal for the period 12-1-79 to 11-30-82, submitted to the National Institute of Education. Austin: Author, 1979.
2. Evertson, C., Anderson, L., Emmer, E., & Clements, B. The Elementary School Classroom Organization Study: Methodology and Instrumentation (R&D Rep. No. 6002). Austin: Research and Development Center for Teacher Education, The University of Texas at Austin, 1980.
3. Emmer, E, & Evertson, C. Effective management at the beginning of the school year in junior high classes (R&D Rep. No. 6107). Austin: Research and Development Center for Teacher Education, The University of Texas at Austin, 1980.
4. Evertson, C., Emmer, E., & Clements, B. Report of the methodology, rationale, and instrumentation of the Junior High Classroom Organization Study (R&D Rep. 6100). Austin: Research and Development Center for Teacher Education, The University of Texas at Austin, 1980.

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Denham, C , & Lieberman, A. (eds.) Time to learn. Washington, D. C.: National Institute of Education, 1980.

Duke, D. (ed.). Classroom management. Seventy-eighth Yearbook of the National Society for the Study of Education, Part II. Chicago: The University of Chicago Press, 1979.

Emmer, E. T., Evertson, C. M., & Anderson, L. M. Effective classroom management at the beginning of the school year. The Elementary School Journal, 1980, 80(5), 219-231.

Good, T. L. Teacher effectiveness in the elementary school. Journal of Teacher Education, 1979, 30 (2), 52-64.

Table 1

Population and Data Base Facts about COET Descriptive Studies of Classroom Management

**ELEMENTARY SCHOOL CLASSROOM ORGANIZATION STUDY (COS)**

**(1977-1978)**

27 Elementary Classes (Grades 2-4)

8 Title I or Near-title I Schools

27 Teachers (0-30 Years Experience)

16 2-Hour Observations per Teacher

900+ Hours of Classroom Observation Data

**JUNIOR HIGH CLASSROOM ORGANIZATION STUDY (JHCOS)**

**(1978-1979)**

52 Mathematics Classes (31 Seventh, 21 Eighth)

50 English Classes (28 Seventh, 22 Eighth)

11 Junior High Schools

51 Teachers (0-19 Years Experience)

14 Observations per Class per Teacher

1,400+ Hours of Classroom Observation Data

Table 2

Practitioner Oriented Presentations
on Classroom Management and Organization by COET Staff Members
September, 1979 to April, 1981

| Sponsoring Organization | Activity Description/ Audience/Location | Staff Member(s) | Date |
|---|---|---|---|
| Appalachia Educational Laboratory (AEL) | Presentation at R&D Speaks in Mathematics Regional Conference. State education agency personnel, university and teacher center representatives from 11 states. Atlanta, Georgia. | Ed Emmer | September, 1979 |
| Texas Education Agency State of Texas | Presentation of research on effective classroom management in junior high school. Area Inservice Meeting for Vocational Homemaking Teachers. Austin, Texas | Julie Sanford | November, 1979 |
| Association for Supervision and Curriculum Development (ASCD) | Presentation at Urban Curriculum Leaders Conference. Associate Superintendents for Instruction from nation's 50 largest cities. Dallas, Texas. | Carolyn Evertson | December, 1979 |
| KEDS Desegregation Assistance Center, Kent State University | Inservice workshop on classroom management and teaching effectiveness, 160 teachers from Columbus Independent School District. Columbus, Ohio | Julie Sanford | February, 1980 |
| Austin Independent School District | Inservice presentation on classroom management research for junior high school science teachers. Austin, Texas | Ed Emmer | February, 1980 |

Table 2, Continued

| Sponsoring Organization | Activity Description/ Audience/Location | Staff Member(s) | Date |
|---|---|---|---|
| Austin Independent School District | Presentation on Classroom Management, Senate Bill 8 Workshop for Student Teacher Cooperating Teachers. Austin, Texas | Ed Emmer | March, 1980 |
| Association for Supervision and Curriculum Development (ASCD) | Workshop on Characteristics of Effective Classroom Management. ASCD Curriculum Study Institute. Chicago, Illinois | Ed Emmer | May, 1980 |
| Southwest Educational Development Labs (SEDL) | R&D Speaks Session on Classroom Management. State and local education agency personnel from eight states and representatives from AEL and CEMREL. Dallas, Texas | Barbara Clements | May, 1980 |
| Northwest Regional Educational Laboratory (NWREL) | Workshop on recent research on teaching effectiveness. State education personnel and University faculty members from six states. Portland, Oregon | Julie Sanford | June, 1980 |
| Mid-continent Regional Educational Laboratory (McRel) | Presentation of overview of COET research. Rocky Mountain Training Institute. Estes Park Colorado | Carolyn Evertson | July, 1980 |
| Austin Independent School District | Inservice teacher workshop on beginning the school year. Austin, Texas | Ed Emmer | August, 1980 |
| Appalachia Educational Laboratory (AEL) | Overview of COET research presented at conference, Improving Basic Skills for Classroom Management Techniques. State and LEA personnel from nine states. Montgomery, Alabama | Barbara Clements | August, 1980 |

Table 2, Continued

| Sponsoring Organization | Activity Description/ Audience/Location | Staff Member(s) | Date |
|---|---|---|---|
| Education Service Center Region Thirteen, State of Texas and Austin Independent School District | Two workshop sessions on the beginning of school. Bilingual Communication Skills Conference for teachers. Austin, Texas | Julie Sanford<br>Barbara Clements | August, 1980 |
| Austin Independent School District | Austin Independent School District Administrators' Workshop Session on Classroom Management and Effective Teaching. Austin, Texas | Julie Sanford | August, 1980 |
| Appalachia Educational Laboratory (AEL) | Two day workshop based on COET research at conference, Improving Basic Skills Through Classroom Management Techniques. State and LEA personnel from 10 states. Columbus, Ohio | Barbara Clements<br>Julie Sanford | November, 1980 |
| Applachia Educational Laboratory (AEL) and State of Alabama | Workshop on COET classroom management research at conference, Improving Basic Skills Using Classroom Management Techniques. State, LEA, and University personnel from Alabama. Birmingham, Alabama | Barbara Clements<br>Julie Sanford | November, 1980 |
| University of Texas, College of Education | Two presentations on classroom organization at the beginning of school for student teachers in elementary schools. Austin, Texas | Barbara Clements | December, 1980 |
| North Carolina Department of Public Instruction, Appalachia Educational Laboratory (AEL) | Workshop on COET research on classroom management. State, LEA, and University personnel from the state of North Carolina. Raleigh, North Carolina | Barbara Clements | February, 1981 |

Table 2, Continued

| Sponsoring Organization | Activity Description/ Audience/Location | Staff Member(s) | Date |
|---|---|---|---|
| Cleveland Public Schools Classroom Support Project | Classroom Management and Organization Workshop for administrators, supervisors, and consulting teachers from Cleveland Public Schools. Cleveland, Ohio | Julie Sanford Barbara Clements | February, 1981 |
| Louisiana State Department of Education, Project SPUR | Workshop presentations on classroom management and organization. Administrators, supervisors, and consulting teachers. Baton Rouge, Louisiana, and surrounding areas and from Hammond, Louisiana, and surrounding areas. Baton Rouge, Louisiana, and Hammond, Louisiana | Julie Sanford | February, 1981 |
| Ohio State Department of Education | Overview and workshop presentation on COET classroom management research. Spring conference, Skills for Educational Excellence, attended by state and LEA personnel from the state of Ohio. Columbus, Ohio | Julie Sanford | April, 1981 |
| Austin Independent School District | Administrators' Workshop on Improving Classroom Management in the Elementary Schools. Adminsistrators and supervisors from the Austin Independent School District. Austin, Texas | Julie Sanford | April, 1981 |

# APPENDIX A

## Workshop Materials for Use

## With Activities Described in This Report

# COET Descriptive Studies of Classroom Management

## Elementary School Classroom Organization Study (COS) (1977-1978)

27 Elementary Classes (Grades 2-4)

8 Title I or near-Title I Schools

27 Teachers (0-30 years experience)

16 2-hour Observations per Teacher

900+ Hours of Classroom Observation Data

## Junior High Classroom Organization Study (JHCOS) (1978-1979)

52 Mathematics Classes (31 Seventh, 21 Eighth)

50 English Classes (28 Seventh, 22 Eighth)

11 Junior High Schools

51 Teachers (0-19 years experience)

14 Observations per Class per Teacher

1400+ Hours of Classroom Observation Data

# CLASSROOM DATA SOURCES

Classroom Narrative Records

Student Engagement Ratings

Component Ratings

Time Logs

Teacher Questionnaires
and Interviews

Student Achievement Test Scores

Student Ratings of the Teacher
(JHCOS only)

# IN COET STUDIES,

# EFFECTIVE CLASSROOM MANAGERS

1) PLANNED CLASSROOM PROCEDURES AND RULES CAREFULLY AND IN DETAIL

2) SYSTEMATICALLY TAUGHT STUDENTS PROCEDURES AND EXPECTED BEHAVIORS

3) MONITORED STUDENT WORK AND BEHAVIOR CLOSELY

4) DEALT WITH INAPPROPRIATE BEHAVIOR QUICKLY AND CONSISTENTLY

5) ORGANIZED INSTRUCTION TO MAXIMIZE STUDENT TASK ENGAGEMENT AND SUCCESS

6) COMMUNICATED DIRECTIONS AND EXPECTATIONS CLEARLY

## Guidelines for Room Arrangement

**KEYS TO GOOD ROOM ARRANGEMENT**

High traffic areas are free of congestion.

Students are always visible to the teacher.

Storage space and necessary materials are readily accessible.

Students can easily see instructional displays and presentations.

**AVOID UNNECESSARY CONGESTION IN THE FOLLOWING AREAS:**

Group work areas, centers and stations

Pencil sharpener and trash can

Bathrooms, sink and water fountain

Bookshelves and storage areas

Students' desks

Teacher's desk

**TIPS FOR ARRANGING FURNITURE**

1. Make sure all students can easily see:
   - You, when you are presenting information
   - Chalkboards
   - Overhead projector screen
   - Instructional displays
2. Keep in mind potential distractions such as:
   - Windows and doors
   - Animals or other interesting displays
   - Small group work areas
3. Leave plenty of room around student desks so that you can get to each student when monitoring.
4. Locate your desk, work areas and instructional areas where you can see all of the students all of the time. Avoid placing centers and work areas in "blind corners" where you will not be able to monitor adequately.
5. Plan to seat students who need extra help or attention close to where you will be most of the time.

6. If you must use tables or desks with inadequate storage space, you will want to have "tote trays" or boxes for student belongings and materials. These should be easy for students to get to, but out of the way.

7. Even if other arrangements are to be used later in the year, consider placing student desks in rows facing the major instructional areas at the beginning of the year. This minimizes distractions for the students and allows the teacher to monitor behavior more readily and to become familiar with individual students' work habits.

STORAGE SPACE

* Place instructional materials that you will need where they are easily accessible to instructional areas.

* Include adequate, convenient space for students' coats, lunch boxes, show-and-tell items, and materials.

* Find easily accessible shelves on a bookcase for those everyday books and materials that will not be kept in student desks.

* Place long-term, seldom-used or special occasion items at the back of cupboards, on top of cabinets, or out of the room, if possible.

OTHER THINGS TO CONSIDER

1. Plan a particular location, easily seen by all students, where you will post assignments for the day (or week, if possible). This can be done on the chalkboard, a bulletin board, poster on a wall, large tablet, or individual assignment sheets.

2. Check all electrical equipment (e.g., overhead projector, record player, movie projector) to be sure it is working and that you know how to use it, before using it in class. Be sure a plug is within easy reach, or have a sturdy extension cord available. Plan a space to post instructions for the use of complicated equipment.

3. Wall space and bulletin boards provide extra areas to display rules, procedures, assigned duties, calendar, schedule, student work and extra credit activities. In addition, ceiling space can be used to hang mobiles, decorations, and student work, and windows can be used for displays, decorations, and student work.

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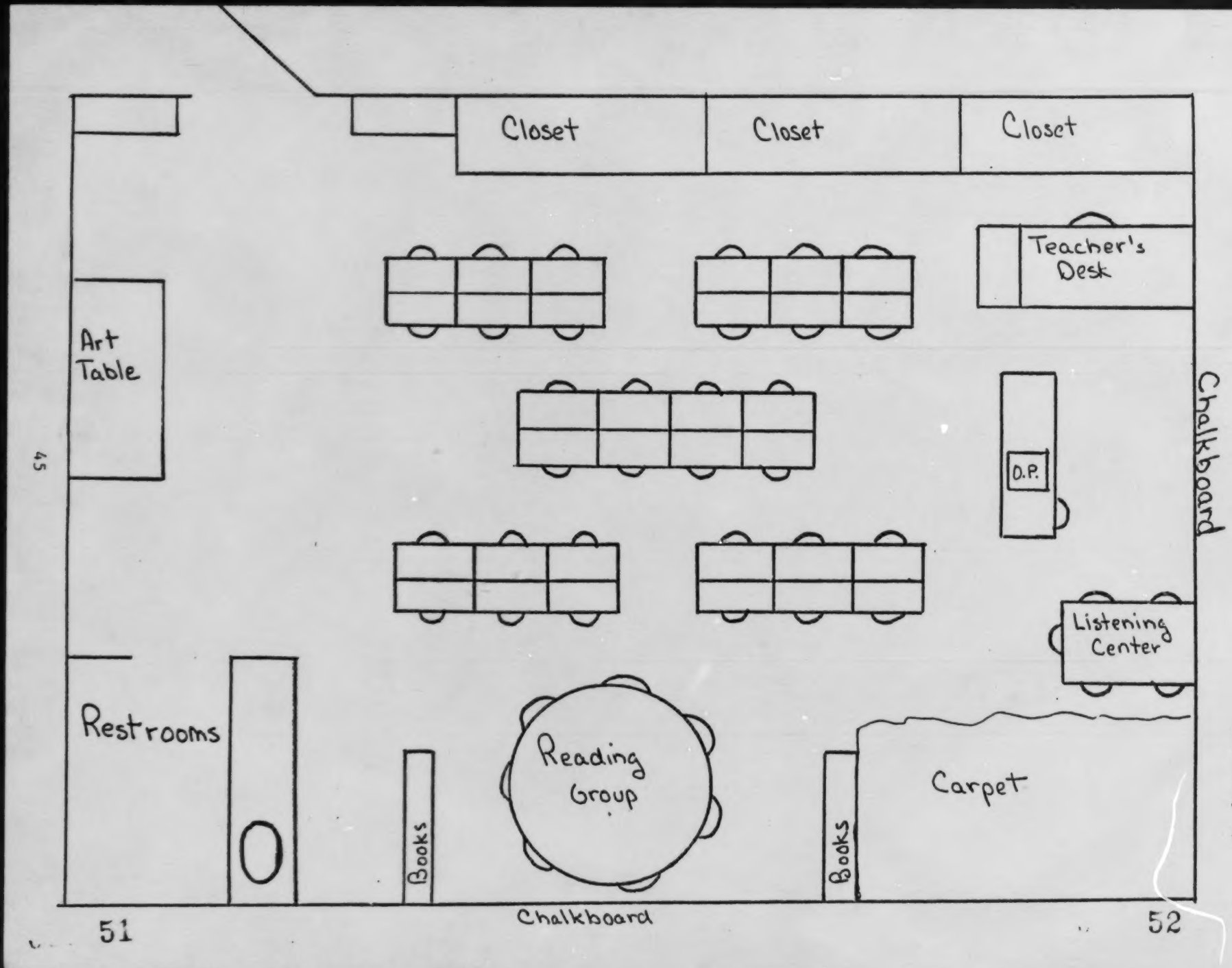


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(Activity 2)

(Activity 2)



53

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## Classroom Procedures and Rules

### PLANNING PROCEDURES AND RULES

1. Decide what behaviors are acceptable or unacceptable in your classroom. Find out about school rules and policies.

2. Identify necessary procedures for functioning in the classroom. Some of the areas for which you will need procedures include:

   Use of classroom space and facilities: bathrooms, pencil sharpener, sink, supply shelves, centers and stations

   Use of other parts of the school: playground, lunchroom, water fountains, library, lining up and passing through the halls

   Whole class activities and seatwork: student participation (raise hands), cues to get students' attention, making assignments, passing out supplies, talk among students, what to do when work is finished, headings

   Small group activities: movement into and out of group, bringing materials, behavior in and out of the group, contacts with the teacher

   Keeping students accountable for their work: turning in work, handing back work, make-up work, giving feedback

   Beginning and end of school (class) activities: Pledge of Allegiance, birthdays, schedule for the day (class), cleaning up, instructions for homework

   Administrative matters and housekeeping chores: taking roll, assigning helpers, what to do during delays or when the teacher is out of the room

   Special activities and safety drills: field trips, parties, fire and disaster drills

3. Identify general rules for behavior and post them in the classroom.

   Choose 3-6 rules that will govern behavior in your classroom, in addition to your system of procedures.

   For each general rule, decide what specific behaviors will be covered and plan to explain the rules and present examples to the students.

4. Choose a variety of reasonable and suitable consequences of appropriate and inappropriate behavior. Include both rewards and penalties. Some examples of each include:

   Rewards

   Requiring little or no effort - smile, compliment, a cheery note on an assignment, going first to lunch or recess, leading the line

   Requiring moderate effort - happy face or star, positive note to parents, reward time at a center

   Requiring much effort - field trip, party, a token system used to earn rewards or privileges

   Penalties

   Requiring little or no effort - eye contact, having the student state the rule broken, change seats, being last in line

   Requiring moderate effort - staying after school, loss of privilege, call to parents, isolation in hall or room

   Requiring much effort - trip to principal's office, corporal punishment, being denied a special class event (e.g., field trip)

PRESENTING PROCEDURES AND RULES

1. Teach rules and procedures systematically, using:

   Explanation: definition in concrete terms, discussion of rationale, demonstration, examples of specific behaviors

   Rehearsal or practice, using cues or signals (e.g., bell, hand raised, certain word) when appropriate

   Feedback: specific and accurate information about compliance, review and reteach, if necessary

2. Sequence your teaching of rules anad procedures so that they are presented to students as they are needed.

3. Review school rules and policies regarding other school areas (e.g., playground, lunchroom, passing through halls) prior to their use. Give feedback on student behavior when they return.

4. Remember that a necessary and important part of the teaching of rules and procedures is consistent enforcement and use of consequences (positive as well as negative).

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## Case Study A: Teaching a Procedure

| Description | Presentation steps |
|---|---|
| In preparation for having the children write a brief account of their summer, the teacher teaches them the kind of heading she will require on all written work. In her plans she has detailed these steps. | |
| On the front blackboard Teacher I has printed a sample heading for students' papers. She points to it, explaining to the students that she expects this heading to be on every assignment they do. | Demonstration |
| She then points to the top left-hand side of the sample page and says that the students should write their names there. She explains that she cannot recognize handwriting yet and therefore wouldn't know to whom a paper belongs if it doesn't have a name on it. | Explanation and Rationale |
| Teacher I then points to the line below where she has written "Reading." She explains that actually this line is for the subject of the assignment and will change when the students do an assignment in another subject such as math, spelling, science, or language arts. On the right hand side of the first line, students are told to put the name of the school. The teacher has written Smith Elem. here. She explains that she has abbreviated or shortened the word elementary so that it will fit more easily on the line. Then she repeats the word "abbreviate" and gives the definition. | Rationale |
| Under the school name, students are instructed to put the date. Here the teacher points out the calendar they may refer to in the future for the date. Teacher I then asks the class if there are any questions about the heading. When there are no questions, Teacher I tells the students to take out one sheet of paper and a pencil and put the correct heading on the paper. | Rehearsal |
| Teacher I then circulates around the room checking and correcting the students' work. | Feedback |

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## Case Study B: Teaching a procedure

| Description | Presentation Steps |
|---|---|
| Teacher H tells her class that they only have 6 1/2 hours in a school day and there is so much to learn. As a result she keeps a strict time schedule and she expects her students to move quickly and quietly from one activity to another. Teacher H shows the students a kitchen timer and makes it ring. She tells the students that this will be a very important signal. When this bell rings the students are expected to put away the materials they are using and move to the next activity as quickly as possible. For instance, after reading the teacher will ring the bell signalling that students are to put away their reading materials as quickly as possible. After reading, all students are then to move quietly to the rug where they will have a Spanish lesson. The teacher asks if there are any questions. No student raises his hand, so the Teacher says she would like for them to practice. She notes that the students have paper and pencil out on their desks, that they have been using to write a story. Teacher H says she will give them time to finish the story later on in the day so they should put their materials in their desks and come quickly to the rug when they hear the bell. At this point, the teacher rings the bell. Students immediately begin putting away their materials and moving toward the rug. Several students line up to get drinks of water and one goes to the bathroom. When everyone is on the rug in a circle around the teacher, she refers to the clock on the wall, saying that it took the students three minutes to put their materials away and get to the rug. She tells the students that they are third graders now and are capable of moving faster than that. She adds that they should be seated on the rug in a circle in one minute, that it was not time to use the bathroom or get a drink of water except in an emergency. She asks the students if they understand. The students all nod solemnly. Teacher H then instructs the students to return to their desks, take out their paper and pencils and get set to practice again coming to the rug. Students go quickly back to their desks, taking out their materials. When all are situated, Teacher H rings the bell and students again put away their materials, go to the rug, and sit in a circle. After all the students are settled, Teacher H smiles and thanks the students for doing a super job, that it had only taken them one minute four seconds to get to the rug. | Rationale<br>Cue and explanation<br>Rehearsal<br>Cue and rehearsal<br>Feedback<br>Cue and rehearsal<br>Feedback |

## Case Study A: Teaching a procedure

| Description | Presentation Steps |
|---|---|

Teacher H tells her class that they only have 6 1/2 hours in a school day and there is so much to learn. As a result she keeps a strict time schedule and she expects her students to move quickly and quietly from one activity to another. Teacher H shows the students a kitchen timer and makes it ring. She tells the students that this will be a very important signal. When this bell rings the students are expected to put away the materials they are using and move to the next activity as quickly as possible. For instance, after reading the teacher will ring the bell signalling that students are to put away their reading materials as quickly as possible. After reading, all students are then to move quietly to the rug where they will have a Spanish lesson. The teacher asks if there are any questions. No student raises his hand, so the Teacher says she would like for them to practice. She notes that the students have paper and pencil out on their desks, that they have been using to write a story. Teacher H says she will give them time to finish the story later on in the day so they should put their materials in their desks and come quickly to the rug when they hear the bell. At this point, the teacher rings the bell. Students immediately begin putting away their materials and moving toward the rug. Several students line up to get drinks of water and one goes to the bathroom. When everyone is on the rug in a circle around the teacher, she refers to the clock on the wall, saying that it took the students three minutes to put their materials away and get to the rug. She tells the students that they are third graders now and are capable of moving faster than that. She adds that they should be seated on the rug in a circle in one minute, that it was not time to use the bathroom or get a drink of water except in an emergency. She asks the students if they understand. The students all nod solemnly. Teacher H then instructs the students to return to their desks, take out their paper and pencils and get set to practice again coming to the rug. Students go quickly back to their desks, taking out their materials. When all are situated, Teacher H rings the bell and students again put away their materials, go to the rug, and sit in a circle. After all the students are settled, Teacher H smiles and thanks the students for doing a super job, that it had only taken them one minute four seconds to get to the rug.

(Activity 6)

## Case Study B: Teaching a Procedure

| Description | Presentation steps |
|---|---|
| In preparation for having the children write a brief account of their summer, the teacher teaches them the kind of heading she will require on all written work. In her plans she has detailed these steps.<br>On the front blackboard Teacher I has printed a sample heading for students' papers. She points to it, explaining to the students that she expects this heading to be on every assignment they do. She then points to the top left-hand side of the sample page and says that the students should write their names there. She explains that she cannot recognize handwriting yet and therefore wouldn't know to whom a paper belongs if it doesn't have a name on it. Teacher I then points to the line below where she has written "Reading." She explains that actually this line is for the subject of the assignment and will change when the students do an assignment in another subject such as math, spelling, science, or language arts. On the right hand side of the first line, students are told to put the name of the school. The teacher has written Smith Elem. here. She explains that she has abbreviated or shortened the word elementary so that it will fit more easily on the line. Then she repeats the word "abbreviate" and gives the definition. Under the school name, students are instructed to put the date. Here the teacher points out the calendar they may refer to in the future for the date. Teacher I then asks the class if there are any questions about the heading. When there are no questions, Teacher I tells the students to take out one sheet of paper and a pencil and put the correct heading on the paper Teacher I then circulates around the room checking and correcting the students'work. | |

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## Outline of Introductory Comments
## THE FIRST DAY OF SCHOOL: EFFECTIVE CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL+

### Background

Results of the Classroom Organization Study (COS), conducted by the Classroom Organization and Effective Teaching Project (COET), showed that a well-planned first day of school is an important step in establishing good classroom management. This videotape illustrates many things that characterize the first day of school in effective teachers' classes. The tape contains a studio re-enactment based on classroom research records of an actual class. It was published by the Association for Supervision and Curriculum Development and produced by the Austin Independent School District in Austin, Texas.

### Things to Keep in Mind as You View the Tape

* While the tape illustrates many effective classroom management techniques for the first morning of school, it is not meant to be taken as a perfect model. Variations in teacher style, personality, and personal preference affect how teachers choose to conduct their classes. The tape was designed to serve as a beginning point for discussion of what this teacher did, what the effects were, and what might have been done differently or better in other settings.

* Events of almost a whole morning of school have been excerpted in this 30-minute videotape. In order to include as many important teaching behaviors as possible, much of the normal classroom interaction was omitted. Relatively little student discussion is shown, for example. One result is an apparently less relaxed and leisurely pace than normal.

* Editing cuts are smooth. Don't be confused by activities that seem to end abruptly. You may also notice that the teacher never seems to respond to students who have hands raised for recognition. This was another side effect of editing the tape.

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+This 30-minute videotape is available from:

Association for Supervision and Curriculum Development
225 North Washington Street
Alexandria, Virginia 22314

* A small number of students appears in the videotape. The classroom activities protrayed on the tape were originally conducted with a class of normal size.
* You may notice that students appear to be rather mature for the third grade. The videotape was made at the end of the school year. Students were volunteers from a third grade class in the Austin Independent School District.

## Activity Plan

The viewing guide for The First Day of School: Effective Classroom Management in the Elementary School describes the events and important things to watch for in each of four segments of the videotape. At the beginning of each segment, the tape will be paused to allow time for looking over the viewing notes for the upcoming segment. As we watch each segment, you may wish to make brief notes or marks on your guide as reminders of things you would like to discuss at the end of the tape.

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**Viewing Guide for**

**THE FIRST DAY OF SCHOOL: EFFECTIVE CLASSROOM MANAGEMENT**

**IN THE ELEMENTARY SCHOOL**

Segment 1 (Beginning of tape through introduction of Andrea)

EVENTS:

1) Students' entrance into the classroom
2) Getting name tags and taking seats
3) Introductions of teacher and students

THINGS TO WATCH FOR AND THINK ABOUT:

* Lining up outside room (a school policy that facilitated an orderly beginning)
* Type of name tags and attachment devices
* Specific praise to clarify directions, expectations
* The seating arrangement -- tables versus rows of desks
* Signals used by the teacher

Segment 2 (Andrea to "Here's our clock.")

EVENTS:

1) Teacher begins to teach students her expectations for behavior in the classroom
2) Introductions to the classroom itself

THINGS TO WATCH FOR AND THINK ABOUT:

* Use of definition, modeling, practice, and feedback to teach the students a signal or cue
* Teacher's awareness of students' concerns, needs for reassurance, involvement, and success
* Building positive anticipations; introduction of some major academic goals for the year
* Room arrangement -- traffic patterns, access ease, labels teacher uses

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+ This 30-minute videotape is available from:

Association for Supervision and Curriculum Development
225 North Washington Street
Alexandria, Virginia 22314

(Activity 7)

Segment 3 ("Here's our clock." to Linda knocks)

EVENTS:

1) Discussion of school rules
2) Presentation of class rules and procedures

THINGS TO WATCH FOR AND THINK ABOUT:

* Defining of terms and monitoring of student comprehension
* Sensitivity to students' need for a break, change of pace
* Use of presentation, definition, demonstration or modeling, monitoring student comprehension, student practice and teacher feedback in teaching rules and procedures to the class
* Another instance of a school policy that made the beginning of school easier

Segment 4 (Linda knocks to end of tape)

EVENTS:

1) Teacher gives directions for three procedural tasks
2) Students carry out the tasks, while teacher monitors and directs. (We see only part of this sequence.)
3) Teacher presents directions for an academic task
4) Students begin work; teacher monitors; tape ends

THINGS TO WATCH FOR AND THINK ABOUT:

* Step-by-step presentation
* Teacher demonstration of tasks
* Student success; ease of tasks
* Use of specific praise to encourage and reinforce appropriate behavior
* Teacher waits for full attention before beginning instruction
* Teacher's effort to build group identifications and pride as a class

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Plan first-day activities that will:

Keep students involved; avoid deadtime

Provide success for all

Maintain a whole-group focus

Allow you to stay in charge of all of the students all of the time

Provide variety; changes of pace

Establish a content focus; some positive expectations

## Maintaining Good Learning Environments

| KEYS TO MAINTAINING CLASSROOM MANAGEMENT |
| --- |
| Active monitoring |
| Stopping inappropriate behavior quickly |
| Consistent use of consequences |
| Maintaining high levels of student accountability for work |

**MONITORING TIPS**

1. During presentations, watch the whole class. Stand where you can see everyone.

2. Move around the room.

3. While monitoring, watch for: inappropriate behaviors, attending behaviors, appropriate materials on students' desks, failure to follow directions, signs of confusion or frustration, and completion of work.

4. Don't become so engrossed with one student or small group that you lose contact with the rest of the class. Scan the room often.

5. Don't let students congregate around your desk, blocking your view of the rest of the class.

6. Start seatwork assignments as a group or at least under close supervision.

7. Check assignments and record grades regularly.

8. Look for opportunities to praise students for appropriate behavior.

**FOUR SIMPLE WAYS TO HANDLE INAPPROPRIATE BEHAVIOR**

1. Make eye contact with or move closer to the offender. Use a signal to terminate the behavior (e.g., a finger to the lips to stop talking, nodding at or pointing to the student's desk if he/she is out of seat). Monitor the student to make sure he/she ends the violation and begins the appropriate behavior.

2. If the student is not following a procedure correctly, remind the student of the correct procedure. Have the student perform the correct procedure. Maybe he/she doesn't understand it.

**FOUR SIMPLE WAYS TO HANDLE INAPPROPRIATE BEHAVIOR (continued)**

3. Ask the student to state the appropriate rule or procedure, then follow it.

4. Tell the student to stop the rule violation. Monitor the student until you can observe appropriate behavior.

**WHEN CAN INAPPROPRIATE BEHAVIOR BE IGNORED OR HANDLED WITH DELAYED FEEDBACK?**

The problem is momentary and not likely to escalate.

It is a minor deviation.

Handling it would interrupt the flow of the lesson.

Other students are not involved.

**STEPS IN MAINTAINING STUDENT ACCOUNTABILITY FOR WORK**

1. Give clear and specific instructions for overall work requirements.

2. Communicate assignments and instructions so that every child understands them.

3. Keep track of what students are doing. Monitor during seatwork and check work daily.

4. Establish procedures for checking assignments in class.

5. Develop grading procedures that will facilitate bookkeeping and that will be clear and fair to all students.

6. Provide regular, frequent academic feedback to students. Communicate with parents frequently.

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## PROBLEM: IMPROVING CLASS BEHAVIOR

Ms. Johnson is concerned because no matter how hard she tries to follow through with classroom behavior requirements, her students continue to talk, wiggle, and behave in ways that they know are not acceptable to her. Within one typical 10-minute morning segment, she wrote five names on the board for talking, after having warned them several times to stop; she sent one student to stand in the time-out corner for not staying in his seat; she warned one girl twice about giving answers to other students; and she threatened to send two boys to the office for running around the room. HOW CAN SHE IMPROVE STUDENTS' BEHAVIOR?

### Some Things to Consider

Planning rules and procedures
Consequences
Monitoring
Stopping inappropriate behavior
Ignoring inappropriate behavior
Clear directions and instruction

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## Some Specific Suggestions

Monitor the class constantly, with the goal of anticipating and preventing misbehavior before it occurs.

Give no more than one warning before following through with the stated consequences.

Make sure that students have enough work to do, that they understand exactly what to do and can do it, and that they know what specific things they are to do after they finish their work.

Structure some class time for student movement and activity.

Whenever possible, statements about behavior should be work-related and positively stated: "You need to be working Problems 6 through 15. That involves no talking." "After I have checked your completed paper, you may go to the listening center." "If you are having problems with this assignment, raise your hand and I'll come to your desk."

Decide what minor inappropriate student behavior should be ignored.

Be sure that stated consequences are appropriate to the behavior and that you can and will carry them out consistently. Include positive consequences for appropriate behavior in your posted list of specific consequences.

Reward academic performance and other appropriate classroom behavior regularly. Rewards may include teacher attention and smiles, praise, posted papers, stars or Happy Faces, treats, happy notes, privileges, etc.

Consider establishing a peer tutoring system that will allow faster students to help slower ones without creating classroom disturbances.

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## PROBLEM: TRANSITIONS

Ms. Sullivan's class is well behaved when they are involved in a lesson or assignment, but they have problems with changes from one activity to another (transitions). When the teacher tells students to get out their math supplies while she picks up or passes out papers, students start to talk loudly, and many leave their seats. Some sharpen pencils; others get drinks of water, wash their hands, or go to the restroom. A few continue to work on their previous assignment. The teacher has to repeat her directions to the class many times, and there is confusion and delay. HOW CAN SHE MAKE THESE TIMES GO MORE SMOOTHLY?

### Some Things to Consider

Planning classroom procedures
Teach classroom procedures
Routines for turning in work
Monitoring
Stopping inappropriate behavior

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## Some Specific Suggestions

Avoid doing anything that interferes with your ability to monitor and direct during transitions. Have teacher materials ready before the transition. Don't allow comeups.

Teach students exactly what behaviors you expect during transitions: voice level, use of fountain, sink, pencil sharpener or bathroom, regular procedures for turning in or passing out papers or supplies, ready signals.

Limit students' movement around the room during transitions.

Rely on established routines as much as possible.

Praise or otherwise reward students (or tables, teams, etc.) who follow instructions most quickly and quietly.

Use timers to encourage students to "beat the clock".

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## Examples of Accountability Systems

A primary grade teacher uses her class's after-lunch rest break to check each student's morning seatwork and give academic feedback. While students rest with heads on desks and take turns using bathroom facilities, the teacher calls students up one by one to her desk. Each child brings up his or her morning work (which had been stacked neatly on each desk before the class left for lunch), and waits while the teacher quickly checks and marks each paper. If an assignment is incomplete, the teacher marks how far the student got and makes arrangements for the student to complete it later. If an assignment is too complex to be checked very quickly, the teacher checks it for completion only and keeps it for grading later.

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On Mondays, an elementary teacher gives her students a schedule of assignments for the week. The schedule is in the form of a picture, such as a girl holding five large balloons, with each balloon enclosing the list of written assignments for a particular day. Students check off each assignment as they complete it. The teacher checks on their progress at the end of the day. Any item not checked off on the day of assignment must be completed the following day.

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A junior high English teacher uses a similar system. At the beginning of each week, she gives each student a calendar for the week, listing the activities that will be done each day; what assignments will be turned in, their due dates, and the point values for each; any tests the students will be taking; and what books and materials to bring to class each day. Students use the calendar to keep up with assignments and to record their actual grades or points earned. At the end of each week, the calendar must be signed by parents and returned to the teacher.

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An important tool in one junior high school teacher's accountability system was a notebook that she required her students to keep. In addition to daily assignments and tests, the notebook included a dittoed grade sheet, which was sectioned for recording homework grades, test grades, pop test scores, and a notebook score. Students were to record and average their grades on this page for each six weeks' period and compare their computations with the teacher's to verify their grade. Major tests were to be put in their notebooks after having been signed by parents. The notebook also had a section for class notes, as it was often necessary for the students to take notes in class.

Homework assignments were written on the front chalkboard and students copied them in their notebooks. Homework was always checked and had to be turned in on time or the students would receive a zero. She taught students how to average grades and demonstrated the effect a zero would have on a homework average.

(Activity 12)

When work was checked by students in class, the teacher frequently checked to see how many missed a particular question, and if there were many, she explained the question in detail. During checking period, she walked around the room looking at their papers. After all the answers were discussed, she told them step-by-step how to determine the grade. Points were deducted if a student failed to use pencil or to write out problems. Then she told them to pass the papers quietly back to their owners.

She then called on students for their grades and recorded them in her grade book. If students thought their papers had been graded incorrectly, they were to tell her the grade they were given and put their paper in a designated place on her desk. She then checked it at the end of the period. She reminded students to record grades on their grade sheet and periodically told them how many grades they should have listed.

Students who had been absent turned in their papers directly to the teacher to be checked. When students received low homework grades because they did only part of the assignment, the teacher put a star beside the grade in her book.

When finished with an assignment, students were to work on their next assignment or on extra credit problems which were always available. This teacher cautioned students to check over their work and to be sure they had an A paper before turning it in.

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## PROBLEM: GIVING DIRECTIONS

Ms. Jones is very frustrated because her students do not seem to listen to instructions. She explains carefully what to do, writes the assignment on the board, and asks for student questions. Nevertheless, before the class really gets started on the work, three or four students typically come up to the teacher's desk with questions. Others turn to their neighbors with questions. After answering the same questions for several students, she has to interrupt everyone to go back over instructions. Or, she later finds that some students have done their work incorrectly. WHAT CAN THIS TEACHER DO TO HELP HER STUDENTS LISTEN TO AND UNDERSTAND HER INSTRUCTIONS?

### Some Things to Consider

Planning instructions; anticipating problems

Making assignments

Monitoring work

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## Some Specific Suggestions

Wait for all students' attention before beginning to give instuctions.

After giving instructions, ask a student (one who may need help) to repeat the instructions.

Quiz the class about what they are to do, rather than only inviting questions.

Summarize instructions on the board.

Immediately after giving instructions to the whole class, go over them with the slower students, either individually or (if there are more than two) in a small group.

Watch all students' faces carefully while you give directions. Look for signs of confusion, inattention.

Do a few problems (questions) with the class. Show them exactly how their papers should look. (An overhead projector works well for this.)

While you watch the class, have everyone head their papers and do one or two problems. Announce the answer(s). Ask for a show of hands. Work the problem(s) on the board quickly.

Don't allow students to come up to your desk for help until everyone is working steadily. Then allow only one at a time.

Don't go to your desk. Circulate and look at every student's paper.

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## PROBLEM: MANAGING GROUPED INSTRUCTION

Ms. Hart is not at all satisfied with the way out-of-group students work while she is working with a small group. Although she feels she allows appropriate amounts of time for work to be completed and gives thorough instructions before the small group starts, some students do not follow seatwork directions and many never finish their work. A few students finish early, turn in their papers, and begin free time activities. Soon many students are visiting or using free time activities. Ms. Hart has to interrupt her work with the group to discipline rowdy students or answer questions. WHAT CAN SHE DO TO IMPROVE HER SITUATION?

### Some Things to Consider

Planning procedures for seatwork and small group instruction
Teaching expected procedures to the class
Planning instructional activities
Student accountability for seatwork

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## Some Specific Suggestions

Make sure everyone understands instructions before starting groups.

Tell students ahead of time what will be checked, and when.

If seatwork includes some silent reading, have listed on the board some reading comprehension questions which students will be held accountable for when called to the group.

In order to have time to get the seatwork groups started right, give the first small group a getting-ready task to complete before you join them.

Help students pace themselves. Show them on the clock how much time the first assignment should take. Better yet, set a timer to signal when they should be finished with a particular assignment and go on to the next.

After working with a group for a while, give the students in group a short task to do on their own while you leave them to check on progress of out-of- group students and answer questions.

After a specified period, put small group students on a short task and circulate among other students. Mark in red where each student is on the first assignment. They can then start on their next assignment, but should be required to finish the first assignment at home or in class later.

Or, when the small group has been given a short task, lead other students in quickly checking their first seatwork assignment.

Avoid allowing students to interrupt you with questions when you are with a small group. Tell them to skip troublesome parts until you can talk to them, or use student monitors (peer helpers).

Use a signal (such as a hat or a flag) so students can tell when they may approach you with questions and when they may not.

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APPENDIX B

Evaluations of Presentations and Workshops

## APPENDIX B

### Evaluations of Presentations and Workshops

An effort was made to obtain qualitative feedback and formal evaluations of as many COET presentations as possible. In many cases, written evaluations were not available to the COET staff. In other cases in which a COET staff member was one of several presenters at a session, evaluations were difficult or impossible to interpret because responses did not differentiate presentations or presenters. Interpretable written evaluations and comment summaries obtained are presented in this appendix.

Appalachia
Educational
Laboratory

April 1, 1981

Ms. Barbara Clements
R & D Center for Teacher Education
University of Texas
Education Annex 2.224
Austin, Texas 78712

Dear Barbara:

By now, you have had a chance to study the final report of AEL-Rx's workshop series, "Improving Basic Skills Using Classroom Management Techniques." In that report, we did not include any of the comments made by workshop participants. I am pleased to send you those comments now, but I would like to put them into context.

Very few participants chose to write comments, relying instead on the Likert type scales on the evaluation form. Moreover, the evaluation questionnaires looked more at workshop processes than at specific presentations. As a result, most participant comments were addressed to workshop planners.

The fact that COET was one of several presentations in Montgomery and shared the platform at Columbus probably also explains why so few comments were made on specific presentations.

The most positive "comments" on the value of your research were, of course, not comments, but actions. The fact that your research has been requested by, and been made available to, educators in Alabama, North Carolina, Ohio, and Pennsylvania attests to the value attached to it. The replications and adaptations continue to impact educators. As you know, several North Carolinians would like you to work with them this summer. Ohio has expressed a similar interest.

Along with the workshop comments, I am including two other items:

- photocopies of the formative evaluations from Montgomery;
- comments from the North Carolina conference.

Please feel free to use these, recognizing the inherently different nature of formative evaluation comments as opposed to summative comments.



Appalachia Educational Laboratory, Inc. • Educational Services Division
1031 Quarrier Street/P.O. Box 1348 • Charleston, West Virginia 25325 • (304) 344-8371
*An Affirmative Action/Equal Opportunity Employer*

Again let me say that I have appreciated your cooperation in helping us make our workshop series so successful. I hope that we will have the opportunity to work together soon.

Cordially,

David

David Holdzkom
Dissemination Specialist

DH:sk
SRO

Enclosures

cc: Jack R. Sanders
Sandra R. Orletsky

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Workshop Participation Evaluation Comments

Montgomery, Alabama
August 4-6

- Hopefully I'll be able to interest our teacher education and in-service staff in the Stallings/Clements materials. (SEA staff)
- I will strongly urge my school system to seek further information on Barbara Clements' presentation. (LEA staff)
- The presenters really impressed me because they were so organized and were people who knew their work and could answer any question with ease. (Teacher Corps Intern)

Columbus, Ohio
November 5-7

- Really enjoyed the classroom management portion--super. (consulting teacher) Really enjoyed COET; will keep in touch with COET people regarding program.
- University of Texas presentation was especially well-done and will be very useful in my work. (SEA staff)
- Overall, a very good, well-spent three days. Information given rapidly (which I like) and it was well-founded and researched (valid). Can use the information! Super. (SEA staff)
- Very impressed with presenters! (SEA staff)
- The COET workshop should be required of all potential teacher candidates. (SEA staff)
- COET was super! COET information will be useful for new-teacher workshops and on Performance-Based Teacher Education program. (university staff)
- Much easier to share COET materials because of sequence clarity. (LEA staff)
- Overall I am well pleased with the workshop, particularly the session on COET. The Ohio Department of Education is interested in disseminating COET. Discussions are already underway. (SEA staff)
- I found the sessions on COET to be especially pertinent to my interests and position. I plan to recommend Barbara and Julie to OASCD planning committee for the spring conference and to our County Inservice Board for future inservices. (LEA staff)
- This is the type of research that relates directly to "in the field" needs. (LEA staff)

Raleigh, North Carolina (Replication)
February 27-28

- The COET presentation was a model for such presentations--doubtful areas were acknowledged, the material was not oversold, comments were treated courteously although with rather desperate haste to meet the timeline. Absolutely first class. In fact, best I have ever encountered for what it was supposed to be. Thoroughly professional. (SEA staff)

- Two of the presenters were very good--their material was relevant, manner excellent, well-organized. (SEA regional staff)

- Many of the materials were very practical--especially from the COET project. (LEA staff)

- Session presented by Barbara Clements was most beneficial to me. COET--excellent. (LEA staff)

- Would like for Region 3 to bring Barbara Clements in for two full day workshop. (LEA staff)

Excerpts from Evaluation Report of
R&D Speaks in Mathematics Conference

Sponsored by Appalachia Educational Laboratory
Atlanta, Georgia
September, 1979

(Presentation of COET research on classroom management in junior high school mathematics classes was one of several presentations at this conference. Material excerpted below includes that most pertinent to the COET presentation.)

Session II: Topic 1, Emmer, Classroom Management. Twenty-two persons responded to this session. The average ratings for this session were the highest of the conference: general reactions, 3.57; quality, 3.64; and usefulness, 3.68. Several persons informally commented to staff that this session was practical for individuals who are involved in planning in-service programs for teachers.

4. General reactions to specific sessions. Respond to the items below according to the following scale. Please comment freely on your responses.

1 = Lowest Rating; 4 = Highest Rating

| SESSION II | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Topic 1: Emmer, Classroom Management | | | 9 | 12 | | | 8 | 14 | | | 7 | 15 |
| Topic 2: Researchers on the Firing Line | 1 | 5 | 10 | 5 | 1 | 5 | 10 | 5 | 2 | 5 | 9 | 5 |
| Topic 3: [redacted], Idea Sharing on Dissemination/In-Service | | 4 | 12 | 4 | | 4 | 12 | 4 | 2 | 5 | 8 | 5 |

Comments:

I just began this job July 1, 1979 and was a secondary math teacher before then. Lots of this was very informative and new for me and I enjoyed it immensely. I appreciated the invitation. As I receive information I can easily disseminate it to my system's teachers through Math Department heads.

Use of A-V equipment not effective because of distance and seating arrangement.

Excerpts from Evaluation Report of R&D Speaks in Mathematics Conference
Comments below refer to conference as a whole.

5. Most valuable aspect(s) of the Workshop (please comment):

The materials and references are very useful.

Becoming aware of available resources for supporting curriculum/instructional efforts.

Information presented.

Chance to meet with participants and learn of their problems and capabilities.

Ed Emmer's presentation was exemplary of what I expected at this conference. reporting was what was most valuable.

Dissemination of relevant information. Competent Consultants. The opportunit to interact with educators from other states.

Getting an overview of math research to confirm my readings.

Review of research studies and how they can be utilized to improve instructio in the classroom.

Opportunity for interaction. Opportunity to meet different kinds of groups of persons.

Presentations by Moser, Emmer, and Driscoll.

The opportunity to hear from those who devote a large portion of their time to research. Also, the opportunity to meet and interact with individuals from th region.

Summary of sources of information relative to research findings.

Talking to persons with common interests.

Cross-section of researchers and practitioners, and policy-makers including teacher education.

Session I, Topic I--content and interaction presented.

The report on classroom management was probably the most valuable.

It was very informative and helped to open up my world from that of a classroo teacher. (1) Realizing there is a research group in this area interested in t problems we teachers face such as motivation, classroom management, etc. I feel this would be good for all teachers to know. (2) Very interesting litera ture received. (3) Hearing "experts" in their field.

Disscussion of the relationship of research to the topic. Particularly the first session.

The interaction and reaction between researchers and those who will be handlin the mathematics reports, either to disseminate them or use them, either person as practitioner or as coordinator/trainer.

Review of research in math.

COLUMBUS PUBLIC SCHOOLS

AND

KEDS DESEGREGATION ASSISTANCE CENTER

February 19, 1980

"CLASSROOM MANAGEMENT ~~OF~~ and TEACHERS' EFFECTIVENESS IN A NEWLY DESEGREGATED SETTING"

SUMMARIZED
EVALUATION

"This reflects a random selection of approximately 10% of the comments which have been typed exactly as they were written on the forms."

Please evaluate the workshop on the basis of High - 4 Low - 1

| 4 | 3 | 2 | 1 |
|---|---|---|---|
| (36) | (34) | (2) | |

1. Please comment on the first half of the program. (COET Overview)

   - Very interesting and informative I definitely plan to reassess my room and use ideas that Dr. Sanford suggested. I'm so glad there's still time!!
   - Excellent presentation - brief but effective. New teachers with problems need in-house help. Excellent outline and suggestions, brief enough to follow and practical.
   - Introductions a little too long and took some time away from the main speaker. Very informative talk; thanks for the handouts. I wish we could see the manual and receive more intensive training on techniques in follow-up sessions & in the classroom.
   - The technique used by main speaker for her presentation was very effective. Material was easy to understand and can really relate it to and use it in my classroom.
   - Introductions took too long -- I feel that the 2nd half was more worthwhile - when we were in the small groups. Reading the sheets to us lost interest.
   - Unfortunately, we were late in arriving but the just listening to the end of Julie's lecture gave me some specific ideas to work on in my classroom.
   - Interesting but I couldn't see overhead from back rows. Also, I'd have liked more examples or case studies. Sanford is a good speaker.

2. Please comment on the second half of the program.
   (Not COET)
   Special Education Comments: - I have learned more today than in any of the required courses for teaching LD students. I wish we would had had more time.
   - A lot of valuable information-a big lack of time. [redacted] presented the material in a very interesting way.
   - Excellent. Speaker was easy to listen to & got his point across in a most interesting manner. I wish we would have had more time!

Columbus Public Schools
February 19, 1980 - Summarized Evaluation

2. Please comment on the second half of the program. (continued)
(COET workshop)
Standard Classroom Comments: -Once again, very helpful to me in reassesing my classroom environment.
- Would like to see research in newly desegrated setting & open classroom setting it appears that integrated middle class children are easier to handle -- teacher X could have been ineffective in teacher Y's situation.
- Useful application of some of the criteria to a less theoretical situation. Discussion period a little too long in small groups.
- We should have spent more time at the end comparing the 2 case studies.
- Interesting to hear other teacher's reactions to the narratives -- how much they allow in their classrooms what are their expectations.
- Good but we needed to be able to apply the information to our own classes and situations. Case studies were a little long. Practical application would have been better.

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Additional comments from Columbus Public Schools workshop, November, 1980

Good to discuss with others in similar position as I am. Thanks!

The best. I felt it was a wonderful presentation. I didn't want to come, but another teacher talked me into it and I am really glad. Thank you.

Narratives were interesting and in some cases could have related to present classroom problems.

The small-group interaction discussing the narratives was very good. I would love to have seen this in a film.

Interesting to see contrasting narratives. Could see self in both narratives and made me aware of some things I do that could use improving.

The information given was very informative and could easily be applied to our present situations.

Gave us concrete ideas on how to assess own classroom. Ways to remedy various situations.

The first half of the program was very helpful for it helped to refocus some classroom management ideas that tend to slip away with time. I thought the second half was beneficial because it gave the opportunity to talk to other teachers to find out how they handle individual problems.

Very interesting. Good to talk to other new teachers about experiences and see someone else's class through a case study.

Very good ideas to help with classroom management! I plan to keep. I gave it a 3 just because it had no specific directions re any problems and prejudice with desegregation. Not all school day is classroom.

An excellent presentation that enabled us us to interact with one another. There was sufficient time to think and reflect upon our own classrooms. A very enjoyable and expanding experience. I enjoyed it.

I would really like to be able to see the manual on how to conduct the school year (or how to start the school year).

Dr. Sanford's material covered the major, basic organization of a classroom, which I feel is important for a successful year. As a follow-up, I would like to hear about how to handle "those students" who really need extra help to fit into the organization.

Found it to be very constructive in evaluating my own classroom procedures and interactions with my students.

Main speaker was excellent. Through specific examples I was able to relate the material to my classroom. Extremely beneficial program. Wish I had been exposed to this type of material much earlier in my teaching career. Would appreciate further information/workshop concerning consequences, rules and procedures.

State of Louisiana
Project SPUR - Region Six
Workshop Evaluation Form

School System Project SPUR - Region VI

Parish: Baton Rouge Area Classroom Management

EVALUATION SUMMARY

Date: February 24, 1981

1. The organization of the workshop was:
Poor ___(1) ___(2) 1(3) 12(4) 19(5) Excellent 4.562

2. The workshop objectives were:
Vague ___(1) ___(2) ___(3) 10(4) 22(5) Clearly evident 4.687

3. Will the activities and information presented be useful to you and/or your school system?
Not at all ___(1) ___(2) ___(3) 7(4) 25(5) Exceptionally well 4.781

4. Had the SPUR team or presenter made adequate preparation for this workshop?
None ___(1) ___(2) 2(3) 4(4) 25(5) Extensively 4.741

5. Were the workshop activities presented in a clear and skillful manner?
Inadequately ___(1) 1(2) ___(3) 7(4) 24(5) Adequately 4.887

6. Were the materials distributed useful in assisting your parish to reach the SPUR goals?
Inadequately ___(1) ___(2) ___(3) 10(4) 20(5) Adequately 4.666

7. Interaction between you and the workshop presenter(s) regarding personality, manners and appearance?
Poor ___(1) ___(2) 2(3) 6(4) 23(5) Most pleasing 4.531

8. Overall, I consider this workshop and the efforts of the presenter(s):
Poor ___(1) ___(2) 1(3) 4(4) 26(5) Excellent 4.806

9. The session could have been more beneficial to me if See back.

10. The thing that helped me most about this session was See back.

9. It had been in two or three sessions; realize the expense involved.
The film had been shown.
It had been only a half-day.
It had not gone past noon.
Good pace.

10. The activities and information presented.
Resource material in classroom management.
It was timely and practical. We can utilize the material to give workshops in our own school systems. Very helpful. This workshop was outstanding!
Interaction.
Being able to discuss the topics in small groups.
Common sense input of presenter.
Case studies and simple way persented.
That a lot was learned, and plan to put into practice.
The specific information gained that will assist with instruction.

State of Louisiana
**Project SPUR - Region Six**
Workshop Evaluation Form

**School System** Project SPUR - Region VI **Parish:** Hammond Area Leadership Training Session

**Date:** February 25, 1981

EVALUATION SUMMARY

1. The organization of the workshop was:
Poor ___1___ ___2___ ___2___ ___11___ ___11___ Excellent 4.375
3 4 5

2. The workshop objectives were:
Vague ___1___ ___2___ ___1___ ___5___ ___18___ Clearly evident 4.71
3 4 5

3. Will the activities and information presented be useful to you and/or your school system?
Not at all ___1___ ___2___ ___1___ ___7___ ___16___ Exceptionally well 4.625
3 4 5

4. Had the SPUR team or presenter made adequate preparation for this workshop?
None ___1___ ___2___ ___1___ ___6___ ___17___ Extensively 4.666
3 4 5

5. Were the workshop activities presented in a clear and skillful manner?
Inadequately ___1___ ___2___ ___1___ ___7___ ___15___ Adequately 4.608
3 4 5

6. Were the materials distributed useful in assisting your parish to reach the SPUR goals?
Inadequately ___1___ ___2___ ___3___ ___6___ ___18___ Adequately 4.75
4 5

7. Interaction between you and the workshop presenter(s) regarding personality, manners and appearance?
Poor ___1___ ___2___ ___1___ ___4___ ___19___ Most pleasing 4.75
3 4 5

8. Overall, I consider this workshop and the efforts of the presenter(s):
Poor ___1___ ___2___ ___1___ ___8___ ___14___ Excellent 4.130
3 4 5

9. The session could have been more beneficial to me if See back.

10. The thing that helped me most about this session was See back.

9. More time had been spent on solutions to probelms rather than hearing about the way research was done at University of Texas.
You would have got away from resource and had more inneractions with each other.
Less time had been given to background information on why's & how's of research.
We had much more time for additional activities.
We could have viewed a film or the videotape on the problems discussed today.
There was some variety in presentation means. Perhaps share the videotape that was discussed.
It had been directed to particular problems in a junior high setting.
The sequencing of booklet was in order.

10. Tips for helping improve classroom management. Looking at certain types of probelms and some suggested solutions for the problem!
Material to use for inservice training.
The research helped me to appreciate my value system in education.
Time spent directly related to classroom management. (Presenter was not dynamic.)
Providing ways of attacking problems of teachers in the classroom.
Materials to share. An excellent, useful sharing experience.
Rejuvenate the ideas, thoughts, and suggestions on how to do in a class environment.
This program should be made part of an undergraduate course for those that plan to teach at any level.
Practical, useful.
Practical information concerning specific examples of effective teacher behaviors.
Take home materials for future use are also appreciated. A great day - thanks, SPUR!
I feel I am on the right TRACK.
The lists of material to give to principals to help them orientating new teachers.
The very practical suggestions that can be utilized in classroom management.
Thank you very much for allowing St. John to attend.
Not only specific problems but suggestions for remedying the problems.
The session was super, material extremely useful for presentations, and I enjoyed every bit of it!
The practical suggestions given.
These were everyday problems faced by teachers.
Were handouts and materials given.
Were the case study, discussions, handouts of suggestions.
The problems presented and the specific suggestions given.
The involvement and examples of actual case studies.

EVALUATION SUMMARY

Bilingual Communication Skills Conference
Workshop Sessions for Elementary Teachers
"Beginning the School Year"

August, 1980

1. How useful will this session be to you during the school year?

| | Useless | Not very Useful | Somewhat Useful | Very Useful | Essential |
|---|---|---|---|---|---|
| Primary level Participants | 1 | 11 | 13 | 11 | 12 |
| Intermediate Level Participants | | | | 10 | 10 |

2. The Consultant exhibited sufficient knowledge of the content and was adequately prepared.

| | False | Mostly False | Part True Part False | Mostly True | Completely True |
|---|---|---|---|---|---|
| Primary level Participants | | | 7 | 17 | 24 |
| Intermediate Level Participants | | | | 6 | 14 |

Primary level participants N=48

Intermediate level participants N=20

ASCD Curriculum Study Institute
Chicago, May 11-13-80

Alternative Approaches to Discipline an Classroom Management

SUMMARY INSTITUTE EVALUATIONS

1. Institute Program Format and Information (Includes all presenters in 3-day Institute)

| | AVERAGE | | RATING DISTRIBUTIONS | | | | |
|---|---|---|---|---|---|---|---|
| | $\bar{X}$ | N | 5 | 4 | 3 | 2 | 1 |
| Facilities | 4.0 | 31 | 6 | 19 | 5 | 1 | 0 |
| Program Organization | 3.8 | 31 | 5 | 20 | 2 | 4 | 0 |
| Handouts | 2.9 | 31 | 7 | 17 | 4 | 2 | 1 |
| Overall Institute Evaluation | 3.9 | 28 | 3 | 23 | 1 | 1 | 0 |

II. Speakers Ed Emmer (COET Presentation only)

--Average Relevance Rating: 4.0 18 Range: 3.8 to 4.5
--Average Quality Rating: 3.8 16 Range: 3.2 to 4.4

RATING DISTRIBUTIONS

| Relevance | | | | | Quality | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 8 | 5 | 2 | 3 | 0 | 5 | 6 | 2 | 3 | 0 |

Comments:

Introduction of how the study was done was not important.
Super!
Unable to hear -- use mike
Particularly difficult to be last. Was very positive and informative!

III. Institute in General

1. Sufficient opportunity to ask questions? Yes 28 No 3

2. Were your expectations fulfilled? Yes 23 No 7

IV. Recommendations for future NCSI's?

See back.....



Rating Range: 5-Superior; 4-Very good; 3-Average; 2-Below average; 1-poor.

(Includes all presentations in 3-day institute.)

1. Certain speakers seemed to be rushed in their presentations. Some information was general or presented poorly.
2. It would be helpful to have parts for elementary and a part for secondary.
3. Need more time to digest information. Schedule time for questions after each presenter.
4. Time was crunched and pressure was to get through.
5. Spend less time developing a rationale for classroom management and an organized approach to discipline. More time on alternatives of how to organize implementation
6. Have a 15-20 minute interaction process which would bring a "closeness" to those who are spending 2½ days together.
7. Have table "brainstorm" questions and comments for each speaker.
8. Please use microphone all the time. State questions or comments made by audience so all can hear.
9. Eliminate the "anytime you have a questions you may ask it notion."
10. Final presenter should be a highly motivated type.
11. Need more information relative to handling discipline in secondary schools.
12. Handouts should include some of the most important subjects they would cover. We spent too much time trying to copy the information rather than listening.
13. Ideas are good-good balance from Biggers to Young.
14. More participant involvement.
15. The NCSI was outstanding - I really have enjoyed my experiences. Allow time for getting to know participants for discussion.
16. Offer this again.
17. Good variety of perspectives on one theme.